



School Improvement Plan 2023 - 2024



**Barrow County
Winder-Barrow High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Winder-Barrow High School
Team Lead	Derrick Maxwell
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title IV, Part A Title IV, Part E LAGA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase curriculum alignment.
Root Cause # 1	Not all common assessments in EOC courses and many assessments in non- EOC courses are developed to mirror the level of rigor and content weights published in the testing blueprints.
Goal	Working within the PLC's and using the Curriculum Alignment for Student Success document we will revamp our PLC's with a focus on high quality standards aligned assessments. With better aligned summative assessments we will increase our EOC scores from: Biology: 49.25 to 54.25 Am Lit: 35.10 to 40.10 US Hist. 45.27 to 50.27 Algebra 25.95 to 30.95

Action Step # 1

Action Step	Review winter EOC data dig and conduct Spring data dig with EOC courses.
Funding Sources	N/A
Subgroups	English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	National School Reform Protocol for examining data
Method for Monitoring Effectiveness	Action plan for next steps recorded in PLC minutes
Position/Role Responsible	All admin and each Dept. chair will attend each EOC data dig.
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Conduct an assessment audit on each PLC's first unit/summative assessment to ensure that the assessment items aligned to the standards and are at DOK levels that mirror the blueprint of EOC assessment.
Funding Sources	N/A
Subgroups	English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC will provide assessment with DOK levels and standards by each item.
Method for Monitoring Effectiveness	revised unit one assessments
Position/Role Responsible	all admin, dept. chairs, district math specialist
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Examine lesson plans, pacing guides, and curriculum maps to ensure learning goals, and mastery criteria have been established that are reflective of proficient/distinguished performance on summative assessments.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC minutes and documents.
Method for Monitoring Effectiveness	lesson plan checks.
Position/Role Responsible	admin, dept. chairs
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase College and Career readiness
Root Cause # 1	Not all students are aware in real time of their progress towards graduation and opportunities that prepare them for post secondary success.
Goal	Attain and/or maintain a four year cohort graduation rate above 90% and a five year cohort above 95%.

Action Step # 1

Action Step	Ensure that Tier one instruction is engaging, relevant, and delivered with a sense of urgency.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES observations, focused walkthroughs, instructional rounds.
Method for Monitoring Effectiveness	course completions rates, summative assessments.
Position/Role Responsible	Admin, district personnel.
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Revamp the career center and create better alignment with counseling department.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Monthly meetings with counseling, career center and admin to create opportunities and experiences to expose students to post-secondary endeavors.
Method for Monitoring Effectiveness	FAFSA completion rates, college applications and acceptance rates, DE, WBL etc..
Position/Role Responsible	admin, career center, counseling, advisors.
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The leadership team met in April and reviewed our current plan. We talked about actions steps that were going well and brainstormed new actions steps to level up our current initiatives and add additional ones.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>There are no systems or processes in place that intentionally or unintentionally serve low income or minority children. All of our teachers are highly qualified and supported and evaluated in an equitable manner.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>N/a</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Our counseling department and graduation coach have designed activities that help students transition from middle school to High School and from High school into careers and post secondary endeavors. (FAFSA night, Apply to college week, Probe fair, middle school tours and parents nights etc...)</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>We apply the code of conduct in uniform manner. We only remove students from the learning environment as a last resort.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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